
ARTICLES

Broncho, S. 2016. How Do You Learn a Language That Isn't Written Down? *British Council*. Retrieved from: <https://www.britishcouncil.org/voices-magazine/how-do-you-learn-language-isnt-written-down>

This article describes the history of the Shoshone language including how to preserve and pass down languages that are not written.

Byington, T. A., & Y. Kim. 2017. Promoting Preschoolers' Emergent Writing. *Young Children* 72 (5): 74-82. <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>

This article describes the developmental stages of emergent writers and provides writing samples for each stage. Additionally, the authors offer teacher and caregiver tips to promote writing.

McLane, J. B., & G. D. McNamee. 1991. The Beginnings of Literacy. *Zero to Three* 12 (1): 1-8. <https://www.zerotothree.org/resources/1056-beginnings-of-literacy>

There are many ways that children connect to writing and reading, and many pathways into literacy. This article explores the range and diversity of early literacy experiences.

Ogden, D. 2015. Telling Stories on the Ground. *Humanities* 36 (5): 1-3. <https://www.neh.gov/humanities/2015/septemberoctober/statement/telling-stories-the-ground>

The Yup'ik tradition of story knifing continues. In the native Yup'ik communities of southwestern Alaska, this traditional method of storytelling engaged groups of young children in drawing symbols with a knife into the mud or snow.

WEB RESOURCES

A Report on Tribal Language Revitalization in Head Start and Early Head Start

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/report-tribal-language-revitalization.pdf>

The Office of Head Start (OHS) supports cultural and linguistic diversity for children and families enrolled in its programs. This support includes assistance in language revitalization for tribal programs. This document presents the findings of a project that learned about the efforts being implemented out in the field.

Planned Language Approach

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>

The Planned Language Approach (PLA) is a comprehensive, systemic, research-based way to ensure all children receive optimal language and literacy services, including those who are dual language learners (DLLs). The PLA materials include handouts, guides, organizational tools, and videos. They promote staff development so they can build and refine language and literacy services. Resources demonstrate how to help DLLs develop their home language as they also move toward English acquisition. These multimedia materials support program leaders, families, communities, human resources, and interpretation and translation staff.

Support Writing at Home

<https://www.naeyc.org/our-work/families/support-writing-home>

Young children like to scribble, make marks that look like letters, and play with writing. Most children will experiment with writing long before they learn to read. This NAEYC resource suggests several early writing activities for parents to use with their child at home.

Effective Practice Guide: Writing

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/writing>

This guide shows what effective practices look like in early learning settings and helps staff reflect and improve their practices. In home-based settings, teaching practices are the ways that home visitors work with families to provide learning experiences, engage in responsive interactions, and use the home as the learning environment.



The Big 5: The Big Picture—Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-big-picture-alphabet-knowledge-eng.pdf>

Alphabet knowledge and early writing are separate but related skills that support later reading and writing. This ECLKC resource briefly outlines how children’s early alphabet knowledge and early writing skills develop from infancy to primary school. It includes a table that illustrates similarities and differences between English and other languages, and information for programs serving children who are DLLs. One section describes how children’s cultures support early writing.

How Parents and Families Support Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-parents-families-alphabet-knowledge-eng.pdf>

This detailed guide describes strategies parents and families can use to support their children’s alphabet knowledge and early writing skills. It’s organized by age—infants, toddlers, and pre-kindergarteners. Each section describes what parents might see their children doing, and lists ways to support their children’s writing at home and in the broader community.

How Caregivers and Teachers Support Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-strategies-teachers-alphabet-knowledge-early-writing-eng.pdf>

This strategy guide helps caregivers and teachers support alphabet knowledge and early writing skills. It is organized by age—infants, toddlers, and pre-kindergarteners. Each section describes what teachers and caregivers might see children doing and offer ways to support children’s writing during home visits and in Head Start centers.

Joan Talks About the Big 5 Alphabet Knowledge and Early Writing

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-jt-alphabet-knowledge-eng.pdf>

This ECLKC resource gives teachers suggestions for fostering early writing skills. Joan is a cartoon protagonist who illustrates how children’s background knowledge, book knowledge, print concepts, oral language, vocabulary, and phonological awareness intersect with their alphabet knowledge and early writing competences.

Tip Sheet for Planned Language Approach: Encouraging Alphabet Knowledge and Early Writing Skills

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/big5-ts-alphabet-knowledge-eng.pdf>

Find real world scenarios to help family members, staff, and caregivers, support alphabet knowledge and early writing. The tip sheet shares ways to use and talk about letters and print. Specific examples support early writers as they make marks and write letters and words.

Grassroots Indigenous Multimedia

<http://gim-ojibwe.org/>

Grassroots Indigenous Multimedia provides language resources, materials, and teaching support to the diverse needs of the language revitalization community. Create story books in tribal languages when text is provided.

American Indians in Children’s Literature

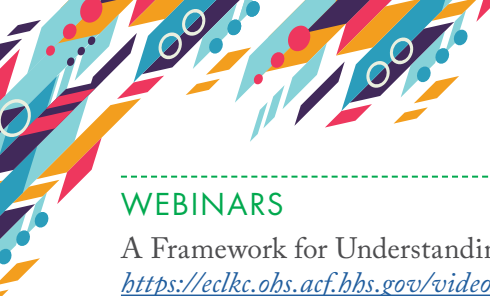
<https://americanindiansinchildrensliterature.blogspot.com/>

Founded by Debbie Reese, a Nambe Pueblo Indian woman, this website provides critical perspectives and analysis of indigenous peoples in children’s and young adult books, the school curriculum, popular culture, and society.

Language Documentation, Revitalization and Reclamation: Supporting Young Learners and Their Communities

<https://www.edc.org/sites/default/files/uploads/RouvierWhitePaperFinal.pdf>

This white paper explores the impact of language documentation on LR, and considers the linguistic and extralinguistic benefits of Language Reclamation, especially as they impact young children.



WEBINARS

A Framework for Understanding Early Writing Development

<https://eclkc.ohs.acf.hhs.gov/video/framework-understanding-early-writing-development>

This webinar resource from the ECLKC describes a framework for teachers to use to evaluate and understand young children's writing. Listen as presenters discuss the importance of early writing, how it develops, and how teachers can help children take their writing to the next level.

